**School Support Charter – St John’s College, Dubbo**

**Contact Person (the overseer) – Secondary**

• Needs to be a member of the Executive.

• Ensures support is given to:

* Students With Disabilities (SWDs) (those funded).
* Students with Special Learning Needs.
* Co-ordinates the service delivery from the support staff in the school.
* Develop / formulate / evaluate policies to ensure special needs learning support structures (including G&T) within the College are inclusive.
* Analyse and act upon Reading Assessment data to review Intensive Reading Programs effectiveness/establish appropriate students programs.
* Provide professional development to staff re issues relating to the educational needs of special needs students.
* Inform whole staff of inclusive education practices / individual students needs.
* Arrange and claim regular ILC staff meetings.
* Liaise with KLA / Year coordinator to ensure special needs students needs are being catered for.
* Develop SLSO handbook outlining roles/responsibilities useful strategies and ensure all teachers are aware of these roles.
* Ensure classroom teachers are responsible for programming for special needs students in their classes.
* Development of support teachers, SLSO (Integration, Numeracy & Literacy).
* Development and co-orientation of time / resources allocation within ILC.
* Develop and overseas appropriate communication procedures of students needs.
* Monitoring development of IEP’s to ensure compliance with CEO requirements.
* Monitoring updates to CEO and data base.
* Liaise with appropriate external agencies.

**Inclusive Education**

This is in accordance with the Gospel values of respect, equity and social justice teachings of the Church

**School Support Charter**

**Support Teacher: – Secondary**

• Works with classroom (subject) teacher to determine and make appropriate adjustments for students’ learning needs.

• Works with parents, co-ordinators, teacher, teacher’s assistants and other relevant professionals to develop Individual Education Plans (IEPs).

• Co-ordinates transition at the school level (to, through and from school) and therefore needs to be involved in the enrolment process.

• Promote differentiated learning experiences for targeted literacy, numeracy, LBOTE, ESL, behaviour and Gifted and Talented students, to address specific individual learning needs.

* Works with individual children to determine needs and offer appropriate help. This would include students receiving integration funding and those considered gifted and/or talented, and literacy/numeracy funded students.
* Researches the specific learning needs of students, eg; students with Autism Spectrum Disorder, in order to offer teachers appropriate teaching strategies.
* Forms part of the support team (classroom teacher, parent, support teacher, teacher assistant (SLSO) and education officer) to optimise educational outcome.
* Provides assessment (testing services) to schools as requested.
* Teachers study skills and time management to targeted senior students.
* Supports subject teachers regarding students with special needs in the development of students IEPs and modified programs. Set up and monitor IEPs, ITPs and ILPs.
* Tests and asses special needs students.
* Support class teacher to develop programs and modifies assessments tasks including exams to meet the needs of students on life skills courses.
* Supervises, manages and teaches students in Independent Learning Centre.
* Develops / completes appropriate reporting formats for targeted students.
* Liaises with feeder schools to ensure relevant special needs information is collected and transition is coordinated.
* Arranges meetings with relevant staff to discuss student needs. Keeps staff informed of any relevant information via memos etc.
* Conducts reading assessments on targeted students for special provisions and for Intensive Literacy Groups – Year 7 – 10.
* Train and supervise SLSO in conducting Reading Assessments on targeted students.
* Liaise with External Agencies re particular needs of individual students transitioning from school to workplace / other study.

**Inclusive Education**

Diocesan Systemic Schools have a particular obligation to ensure that Catholic schooling is as inclusive as possible

**School Support Charter**

**Teacher Assistant: Literacy/Numeracy Assistant.**

**•** Works with teachers to meet the specific needs of individual students.

**•** Is required to help students develop their literacy and/or numeracy skills.

• Is not expected to perform the role of teacher e.g. developing programs and is not responsible for the development of the learning program.

• Is a vital contributor to the process of developing programs for individual students.

Literacy:

* Vital contributor to the process of developing programs support.
* Assist with the completion of assessment tasks and modified assessment tasks.
* Supervises and administers programs to student groups (up to 4) participating in literacy and general learning tasks eg THRASS, Spalding.
* Scribes / reads for student examinations and assessment tasks (7-12).
* Assists class teacher to facilitate student learning in the classroom.
* Operates and teaches computer software programs specific to literacy.
* Delivers appropriate program to ESL students.
* Conduct reading assessments on targeted students within ILC.
* Set up areas for teaching / assessment activities.
* Maintains/keeps logbooks of equipment and resources.
* Performs routine and incidental clerical work eg answering phone, photocopying, filing.
* Enter data onto CEO/CEC database.
* Encourages students to make positive decisions about their own learning abilities. Encourages students self reliance, independence and self advocacy.

Numeracy:

* Implements Maths Life Skills unit to students.
* Liaise with support teacher in modification of assessment tasks/exams for integration students.
* Assists teacher with supervision/learning in the classroom.
* Delivers parallel Board of Studies units in Maths to small groups/individual withdrawn from classroom environment.
* Scribes / reads for students during exam / assessments.
* Set up areas for teaching / assessment activities.
* Maintains/keeps logbooks of equipment and resources.
* Performs routine and incidental clerical work eg answering phone, photocopying, filing.
* Enter data onto CEO/CEC database.
* Encourages students to make positive decisions about their own learning abilities. Encourages students self reliance, independence and self advocacy.
* Within ILC for both Numeracy and Literacy.

**Inclusive Education**

Focus is on respect and valuing members of school community and that the worth of individual students is equal

**School Support Charter**

**Teacher Assistant: Integration Assistant.**

• Works with integration students in class and/or withdrawal under the supervision of the classroom teacher.

• Is provided with a role description.

• Is not expected to perform the role of teacher e.g. developing programs and is not responsible for the development of the learning program.

• Is a vital contributor to the IEP process.

* Implements Life Skills courses to appropriate students under instruction from support teacher / teacher.
* Implements IEP objectives specific to student.
* Scribes / Reader for integration students examination, assessment in ILC.
* Liaise with support teacher in modification of assessments tasks and exams for integration students.
* Collects prepares/collates resources for school programs related to Life Skills courses.
* Operates / teaches computer software programs as related to class learning.
* Assists with the preparation/supervision of students on excursions.
* Assembles/dismantles/safeguards articles/equipment/teaching aids for demonstration practical work (eg sewing machines, woodwork, food teach equipment).
* Encourages students to make positive decisions about their own learning within the ILC.
* Sets up areas for teaching/assessment activities.
* Maintains/keeps logbooks for equipment and resources.
* Performs routine and incidental clerical work (eg answering phone/photocopying).
* Encourages students self-reliance, independence and self advocacy.

**Inclusive Education**

So there is evidence that underlying principles Least-restrictive environment, age appropriateness, normalization, human rights and social justice (Foreman, 2005) are valued

**School Support Charter**

**Class Teacher Primary**

• Responsible for programming.

• Contributes to IEP meetings.

* Be part of support team ie. aide teacher support.
* Liaise with support teacher to determine and make adjustments for students learning needs.
* Work with assistants to determine their role within the classroom setting and the differentiated program for individual students.
* Be first point of contact with parent.
* Be responsible for supplying outcomes for life skills reports.
* Research the disability.
* Differentiate the curriculum for special needs students – both learning difficulties and G&T.
* Send IEP home to parents.
* Contribute to IEP meetings.
* Write IEP Term 1 review each term/as needed.
* Communicate in Special Ed diary.
* Communicate with aide verbally and written.

**Inclusive Education**

Diocesan Systemic Schools have a particular obligation to ensure that Catholic schooling is an inclusive as possible.

**School Support Charter**

**Aboriginal Education Worker:**

**•** Assists with Literacy/Numeracy remediation programs for Aboriginal students.

• Liaises with Aboriginal families, members of the Aboriginal community and Aboriginal Education and Community agencies.

• Provides a role model, intermediary/contact person for Aboriginal students/families within the school and school system.

• Provides assistance to the teaching staff with unit/lesson preparation to ensure a culturally inclusive curriculum across KLAs.

• Highlights Aboriginal education issues within the school’s community.

• Assists Aboriginal students with attendance/progression/career choices.

* Liaise with CEO.
* Attend culturally appropriate excursions with students.
* Assists class teachers with in-class support for Aboriginal students.

**Inclusive Education**

Students with a disability seen as students first